

# **THE ANALYSIS OF TOPIC SENTENCE IN *RESEARCH BACKGROUND***

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**Abstract:** The purpose of this research is to analyse the existence of topic sentence in each paragraph in research background. A good paragraph writing must contain clear topic sentence and followed by relevant supporting details as well as optionally completed by concluding sentence. However, many writers ignore the importance of such a good structure of a paragraph writing. Therefore, the researcher was interested to analyse the existence of topic sentence in each paragraph in the research background part of *skripsi* written by sarjana candidates of English Education Study Program of FKIP UNTAN year 2009 until 2012. To answer the problem, the researcher applied discourse analysis method that is included in qualitative descriptive research. Based on the analysis, as the main finding, it was concluded that almost one-third paragraphs in the whole samples are left alone without any topic sentence.

**Keywords:** Topic Sentence, Supporting Details

Abstrak: Tujuan dari penelitian ini adalah untuk menganalisa keberadaan kalimat utama di setiap paragraph di latar belakang penelitian. Penulisan paragraf yang baik harus mengandung kalimat utama yang jelas dan diikuti oleh kalimat-kalimat penjelas yang relevan dan diselesaikan oleh kalimat penutup sebagai pilihan. Bagaimanapun, banyak penulis mengabaikan pentingnya sebuah struktur yang baik dari penulisan paragraph. Oleh karena itu, peneliti tertarik untuk menganalisa keberadaan kalimat utama dalam setiap paragraf di bagian latar belakang penelitian dari *skripsi* yang ditulis oleh calon-calon sarjana mahasiswa FKIP UNTAN Program Studi Pendidikan Bahasa Inggris pada tahun 2009 sampai tahun 2012. Untuk menjawab masalah ini, peneliti mengaplikasikan metode analisis wacana yang termasuk penelitian deskriptif yang bersifat kualitatif. Berdasarkan hasil analisis, sebagai penemuan utama, disimpulkan bahwa hampir satu per tiga paragraf di seluruh sampel berdiri sendiri tanpa adanya kalimat topik.

**Kata kunci:** Kalimat Utama, Kalimat Penjelas

Writing a scientific paper is a must for student of tertiary level. Therefore, being a student of English teacher training and education faculty, producing scientific paper is one of the main requirements to graduate. Understanding how to write a good and correct scientific paper is a distinct

advantage for the learner. *Skripsi* is one of the scientific papers which are very important to discuss in this research. *Skripsi* consists of some chapters; one of those is introductory section. The introductory section itself consists of background of the research, statement of problem, objective of the research, significance of the research, scope of the research, and definition of terms. From those, the research background becomes a crucial part which delivers the reader to read the whole *skripsi*.

The research background is unchanged part in research and becomes the foundation of the research paper, it exposes the reason why the researcher does the research, the theories that corroborate his or her research and the fundamental information concerning to the study to broader fields and signs concisely the expansion of the research problem. The research background is the first chapter after the title and abstract. Certainly, it will be read first and if it does not draw the whole thesis, the reader will get confuse and lost.

The researcher have analysed the research background and there are some findings. One of them, it was found that most of the writers have less attention in constructing paragraph. It might be caused by their ignorance or their unawareness of how to write paragraphs correctly and appropriately. There is the very important element in paragraph that missing in some researches. That is a topic sentence which delivers the thought of writer.

Every academic writing consists of paragraphs. A paragraph is a group of sentences that focus merely one idea or topic sentence. The topic sentence is supported by several sentences which are called supporting details and closed by the closing sentence. Based on Reid (1994), paragraph is like a hamburger, the top bun is the topic sentence, the meat and vegetables are the supporting details and the bottom bun is the closing sentence. The top and bottom bun cover the meat and vegetables as well as the topic and closing sentence keep the paragraph's main point in mind. In reality, there are some of the research backgrounds have no topic sentence in each paragraph. That is the problem of this research, that so the researcher wants to show the truth by doing this research.

Moreover, there are many research backgrounds which are not fulfilling the standard. Based on the research of Astuti (2010: 9) about the analysis of coherence in research background in certain university, from seven research backgrounds there are merely 13,37% in good level, 17,79% in fair level, and 1,59 % in poor level. The rest, 67,25% is included in less level that shows the understanding deficiency in writing research background. While looking for the number of paragraph, there are 37 from 55 paragraphs that included in not effective paragraphs. This previous research motivates the researcher to do this research.

Based on those findings, it should open people's mind about the importance of paragraph writing especially topic sentence. Therefore, the researcher was interested to investigate the existence of topic sentence in every paragraph in research background. The *skripsi* are taken from graduated students of English Teacher Training and Education Faculty because they wrote the *skripsi* in English. The researcher merely took five *skripsi* with all "B" score. In order to complete this goal, the researcher checked how the writer wrote the topic sentence

in their research background. Hopefully, this research will be a good input for the future *skripsi* writers.

According to Daniels (1996), writing is the representation of language in a textual medium through a use of a set of signs or symbols. A textual medium means that the writing is a visible thing that could be analyzed deeper. Writing as one of the skills in learning language is very useful in making research because, every chapter needs writing. Learning deeper about how to write an academic writing is an advantage for the writers.

Ordinarily, every single writer of certain matter has his own statement or opinion and stands for it because that is the point of research that should be developed by the writer. Every single statement should be neat in a paragraph. A good paragraph is only consisting of one main idea. Thus, when talking about writing paragraph, it means placing the topic sentence and supporting it by details. Like what has been stated before, each chapter in research report consists of paragraphs. The knowledge to make a right paragraph can help the writer to create his research.

There are five chapters of *skripsi* in the Education and Training faculty in Tanjungpura University especially English study program. All are important but, the researcher chose the first chapter, introduction focusly in research background, as the target. How the writers constructed the paragraphs, concerned about the topic sentence and supporting details in research background are very important to discuss. Moreover, the position of topic sentence and types of supporting details are included in this research. That is why, knowing how to write paragraphs are important, especially in research background.

According to Lunsford and Connors (1995: 116), paragraph is a group of sentences or a single sentence that forms a unit. Length and appearance do not determine whether a section in a paper is a paragraph. The purposes of a paragraph are simplify the meaning and thought of a theme (Tri, 2006). Based on Oshima and Hogue (1999), there are five characteristics that make a paragraph look good. Every paragraph should follow the principles listed below: (1) The paragraph must contain a topic sentence. (2) All remaining sentences should support and develop the topic sentence. (3) Only one main idea should be developed. (4) The sentences should flow smoothly and logically. (5) A concluding sentence may be added but is not essential.

There are two kinds of paragraph that are admitted in this research, deductive and inductive paragraph. A paragraph consists of several sentences that are grouped together. This group of sentences together discusses one main subject (Walters, 2000). The several sentences are topic sentence, supporting details and closing sentence but if it is only one topic sentence and at least a supporting detail, it is already called as a paragraph. A sentence is not enough be a paragraph for academic purposes. Based on Danna (2009), supporting sentences follow the topic sentence in a paragraph. Supporting sentences add details to the paragraph by listing; Examples, Steps, Reasons, Facts or Quotations. Besides, there are also major and minor details as a supporting detail.

## METHOD

This research used discourse analysis which is included in a qualitative descriptive research. Discourse analysis is the study of the ways in which language is used in texts and contexts. Developed in the 1970s, discourse analysis "concerns itself with the use of language in a running discourse, continued over a number of sentences, and involving the interaction of speaker (or writer) and auditor (or reader) in a specific situational context, and within a framework of social and cultural conventions" (Abrams and Harpham, 2005). This research used this method because the data analyzed is the existence of topic sentence in every paragraph in research background of graduated students of Tanjungpura University in Teacher Training and Education faculty, Pontianak, West Kalimantan. The analyzing process is by deciding one sentence in each paragraph as a main idea or topic sentence. The researcher will discover whether a paragraph has a topic sentence or not by looking for other sentences. Basically, the other sentences have a role to support the main idea so that the main idea can be clearly seen. This research selected five previous *skripsi* of English Training and Education faculty of Tanjungpura University. The researcher took all the "B" score for the *skripsi* because "B" is the average score. It purposed to simplify the analysis of paragraph writing.

The researcher chose observation of document technique to collect data for this research. Documents consist of public and private records that qualitative researchers obtain about a site or participants in a study, and they can include newspapers, minutes of meetings, personal journals, and letters (Creswell, p.223). This research observed the presence of topic sentence in every paragraph in research background of English Department in Teacher Training and Education Faculty, Tanjungpura University. The researcher took five previous researches at library and then searched for the score at academic. After the researcher got the score, he analysed the *skripsi* and checked whether the writers create topic sentence as the transformation of main idea in a paragraph or not. Besides that, the supporting details also become an important element to achieve the goal of this research.

A topic sentence defines what a paragraph is about. It is the most important sentence in a paragraph. Making a topic sentence as well as seeking it. It will be feasible if knowing the way to make or seek it. The way to find a topic sentence in writing is by asking self, "What is the paragraph about?". If the writer can answer that question, he will be able to find the topic sentence, which gives him the main idea of the paragraph. The main idea will tell him what the rest of the sentences (details) in a paragraph are about. The other characteristic is topic sentence usually appears in the first or last sentence of paragraph and the addition sentences support it. By reading rapidly, the reader will find that the topic sentence usually in the first or the last sentence.

The researcher used a table to show the data to the reader. The researcher provided all sentences from *skripsi* into a table and gave the explanation and the percentage.

**Table 1** Analysis Table

Research Title: .... (1)

Research Writer: .... (NIM) (2)

Paragraph (3)	Sentence (4)	Criteria of Supporting Detail (5)	Percentage of Topic Sentence (6)	Percentage of Supporting Detail (7)
1	...	...		
	...	...	...%	...%
Etc				

By using this table, the data were seen clearer and neater. It helped the reader easier to understand and get the point. The researcher also used formula to count the percentage of relevant and irrelevant supporting details.

This table was filled by the researcher. The first, the researcher wrote down the title of the research, there are five researches as an object. The second, the researcher filled the name of the writer also the number. The first column is about paragraph. In one research background, there are several paragraphs. That column functioned to limit the analysis one by one paragraph. The second column is the sentences inside the paragraph. The researcher wrote all down at that column so that the reader knew it. The third column, the researcher divided the supporting details based on the criteria that already discussed in the chapter 3 and also the position of the topic sentence. Here are the abbreviations of the criteria of supporting details and also the types of topic sentence based on the position:

Type of Topic Sentence:

- Deductive : De
- Inductive : In

Type of Supporting Detail:

- Major Detail : Ma
- Minor Detail : Mi
- Fact : Fa
- Reason : Re
- Example : Ex
- Step : St
- Quotation : Qu

Neither a topic sentence nor supporting detail:

- Not Relevant Supporting Detail : NR

The next column is about the percentage of the topic sentence. How to give the percentage for this column is by analyzing the existence of topic sentence. Every paragraph should has a topic sentence. Therefore if there is a topic sentence, the researcher will give 100%, if it is not, it will be given 0%.

**Table 2** Percentage of Topic Sentence

There is a Topic Sentence	There is no Topic Sentence
100%	0%

In one research background, there is more than one topic sentence because there are some paragraphs and every paragraph must consist of one topic sentence. In brief, there is a formula to calculate the total percentage of writer's topic sentence achievement. Here is the formula:

$$\frac{\text{TS\% (Presentage of Topic Sentence)}}{\text{nP (Total Paragraph)}} =$$

**Formula 1 Topic Sentence**

It is different for the next column, the percentage of supporting detail. It is calculated by the formula. The relevant supporting details will be divided by the total sentences except the topic sentence and then multiply by one hundred percent. Here is the formula:

$$\frac{\text{R (Relevant Supporting Details)}}{\text{nSD (Total Supporting Details)}} \times 100\% =$$

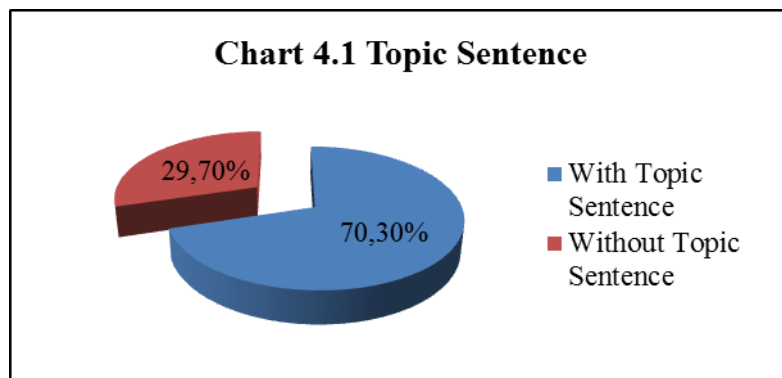
**Formula 2 Supporting Detail**

## **FINDINGS AND DISCUSSIONS**

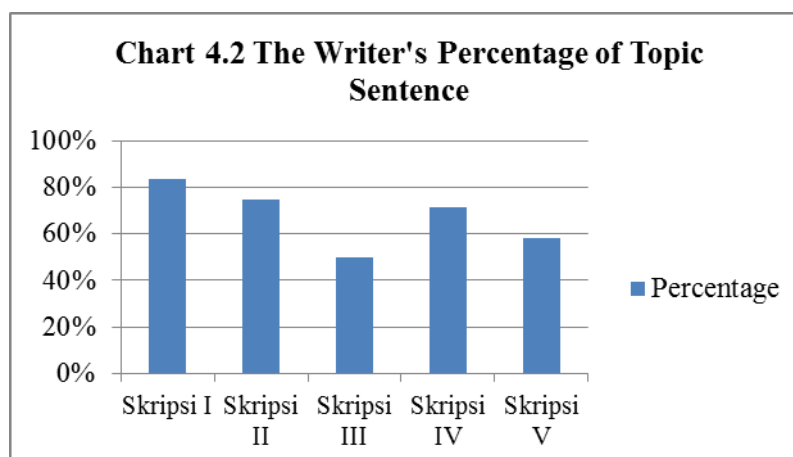
### **1. Topic Sentence**

From the result of the research, there are 37 paragraphs from five *skripsi* which are taken from the library. It means, there should be thirty seven topic sentences that appeared in every paragraph too because that is the rule. Moreover, the writers have passed all writing subjects as standard requirements. The researcher assumed that their paragraphs are correct and consist of topic sentence. The topic sentence is not only about the words which are built it but also depends on the position in the paragraph. Based on this research, the right position is in the beginning or in the end.

Based on the research, there are only 26 (70,3%) paragraphs that have topic sentence as the main idea. It consists of 22 in the beginning of the paragraph and 4 at the end. The rest, 11 (29,7%) have no topic sentence although several sentences are inside. The analysis can be seen at appendix I coloumn 4. In brief, there are more than one-third paragraphs left alone without topic sentence. The following chart shows clearer:



That was the overall topic sentence data of all *skripsi* in this research. Next, the researcher also provided the data of each writer from previous *skripsi*. The researcher wanted to see whether who is the highest and who is the lowest based on the existence of topic sentence. The following chart is about the topic sentence of each writer. The data are collected by considering the fourth column of the analysis table (appendix). Here is the chart:



From the research of topic sentence in research background, there is no perfect (100%) research background writing in this research. The closest one is the first writer with 83.33%. Moreover, the third *skripsi* has the worst percentage of the topic sentence with 50%.

#### **a. Non-Standard Paragraph**

- **Single Sentence Paragraph**

The single sentence paragraph is the phrase from the researcher to name the paragraph which is only consists of one sentence. As this research discussed in the previous chapter, a good paragraph at least consists of a topic sentence and supporting details. It means, there are more than two sentences in equal. When the paragraph such as fourth *skripsi* (S4) in the seventh paragraph (P7); written S4-P7, which has only one long sentence appeared as the data, the researcher will include it as a single sentence paragraph that certainly consists of only one sentence. This is the data:

In conclusion, the writer will conduct this research entitled of Improving Students' Inference-Making Ability in Reading Comprehension by Using Reciprocal Teaching Strategy (A Classroom Action Research on the second Semester of Tenth Grade Students of SMA Bawari in Academic Year 2010/2011) in order to improve students' ability in inferring ideas of a reading passage which then influence their capability in gathering the information of the reading passage.

#### **Textbox 4.1 Single Sentence Paragraph (S4-P7)**

Moreover, this is one of insufficient topic sentence in paragraph. By considering the theory of a paragraph, the researcher cannot call this as a topic sentence even a paragraph because there is no single sentence which supports the only sentence. In brief, that is a sentence not a paragraph.

- **Paragraph without Topic Sentence**

Paragraph without topic sentence consists of several sentences which is seemingly talking one main idea. The function of topic sentence is to state the main topic or main idea so that the paragraph will be seen clearer by the reader. A paragraph without topic sentence does not guide the reader to a good flowing reading. A group of sentences seemingly nothing without a sign (a topic sentence).

Choosing a course textbook is a view sometimes disturbing view for both administrators and teachers program. Nevertheless, it is a view that must be respected as it has significant impact on the ability of students to meet their language learning objectives, and affects both the process of how they learn and the outcomes. Sheldon (1988:237) asserts that the selection of a course book signals an executive educational decision in which there is considerable professional, financial and even political investment. Such consideration like financial and political investment are compounded by the pure volume of English texts that are published every year, forcing decision-makers to sort through a seemingly endless variety of choices, attempting to find these that best match their program or students.

#### **Textbox 4.2 Paragraph without Topic sentence (SI-P1)**

The first sentence stated as not a topic sentence because it is not supported by other sentences. There is no correlation between first and second sentence as the topic sentence and the details so that this paragraph cannot fulfill its role. The last sentence also cannot be called as topic



sentence because it seems like a supporting sentence that supports second sentence.

#### **b. The Good Paragraph**

The examples above are all about non-standard paragraph especially topic sentence. Several paragraphs have no topic sentence and the rest only have one sentence. For better understanding, the researcher presented several good paragraphs that consist of right topic sentence.

- **Deductive Paragraph**

The deductive paragraph is one of two kinds of paragraph in this research. The deductive paragraph always put the topic sentence in the beginning of paragraph. It is functioned to firstly tell the reader about what will they read. It likes a conclusion but it is in the beginning. Then, the topic sentence will be explained more by supporting details.

There are four sentences in that paragraph below (S2-P4). The first sentence, the bold one is the main idea and the rest are the supporting details. The main idea is the direct and indirect influences of parents in learner are learning process. The next sentence tells about the facilities that provided by parents to support learner. That first explanation is included in major explanation. The third sentence, the parents give positive view of language for learner. This is also included in major sentence that directly supports the topic sentence. The last sentence supported the third sentence as a minor explanation. That is one of the examples of deductive paragraph in this research.

**The family influences the learner in learning process directly and indirectly.** The parents, who care about the children's education, will try to provide the facilities that help the learners develop their language skills such as dictionary, book, English story books, etc or send the children into good English course. Although the parents do not understand English, they are responsible for the children's learning process by giving positive view about the language. Rosenbusch (1987) stated that parent's attitude toward the language and the people affect their children's success in learning the language.

**Textbox 4.3 Deductive Paragraph (S2-P4)**

- **Inductive Paragraph**

The other kind of paragraph beside deductive paragraph is inductive paragraph. In inductive paragraph, the position of the topic sentence oppositely in the end of paragraph. It is really a conclusion which concludes all the details above. The perfect conclusion helps the reader to continue his reading to the next paragraph.

There are six sentences in paragraph below (S4-P2). The first until the fifth sentence are the supporting details and the last is the topic sentence, the bold on. The topic sentence is the conclusion of all explanation before.

The first, second, and third sentence talked about the idea that usually presented explicitly by the writer. That is good but, it is not always the same, it implicitly. Implicitly idea can be analyzed by looking for the relationship between words, phrases, or sentences, determine how they are related, understand the paragraph, and find the clue. Both of ideas about the explicit and implicit idea are clearly stated in the last sentence. That is one of the examples of inductive paragraph in this research.

The information or the idea of the text can be easily understood as they are stated explicitly. Explicit ideas are ideas that clearly and fully presented in a text. It means that they are directly expressed in the reading passage; therefore, the students will be easy to find them well. But some ideas are not always explicitly stated. They are implicitly stated. It is more difficult to identify when they are inferred or implied. They are implied through other words, phrases or sentences of the paragraph; consequently, the students must analyze the relationship between words, phrases, or sentences, determine how they are related, understand the paragraph, and find the clue. **In conclusion, the explicit ideas are ideas which are directly stated and the implicit ideas are the ideas which are not directly stated.**

#### Textbox 4.4 Inductive Paragraph (S4-P2)

- **Restate Topic Sentence**

This one is a good model of paragraph. It is rarely happen even only once of all *skripsi* which are taken by the researcher. In researcher's opinion, it is the best paragraph which is found from the *skripsi*. It is ideal as the model of good paragraph. The first sentence is the topic sentence which is supported by other sentences except the last sentence. The last sentence functioned as the repetition of topic sentence. The meaning is the same but it uses different words.

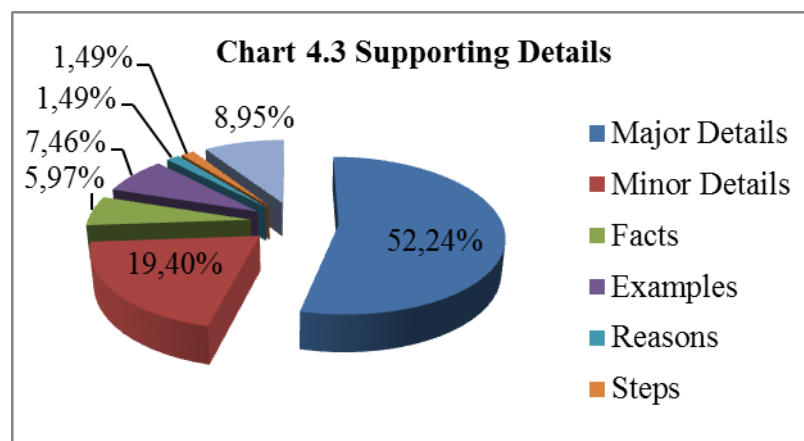
Based on *skripsi* 4 paragraph 4, the first sentence of the first topic sentence opened the paragraph by talking about his experience that found students of tenth grade in SMA Bawari could not understand the reading especially explicitly. It was explained by second and third sentence as supporting details and closed by the confirmation. That was a sufficient paragraph as a model.

Based on the writer own experience as the English teacher of the Tenth Grade Students of SMA Bawari in Academic Year 2010/2011, it was found that the students could not understand the ideas presented in a reading, especially when the ideas were not explicitly. The students were not capable to find the unstated or implied information of the author in the reading which then influenced their capability in gathering the information of the reading passage. It could be obviously observed in their activities related to inference-making, such as understanding the referent, drawing conclusion and predicting the outcome and assuming the causes. Therefore; in improving students' inference making ability, the writer only focuses on the three activities; understanding the referent, drawing conclusion and predicting the outcome and assuming causes.

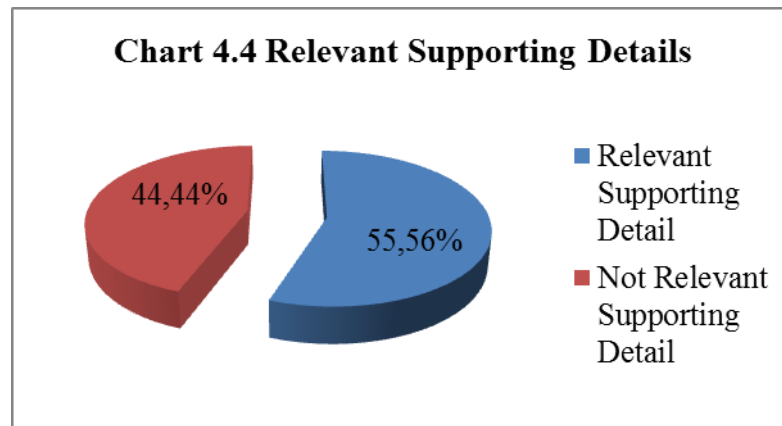
Textbox 4.5 Restate Topic sentence (S4-P4)

## 2. Supporting Detail

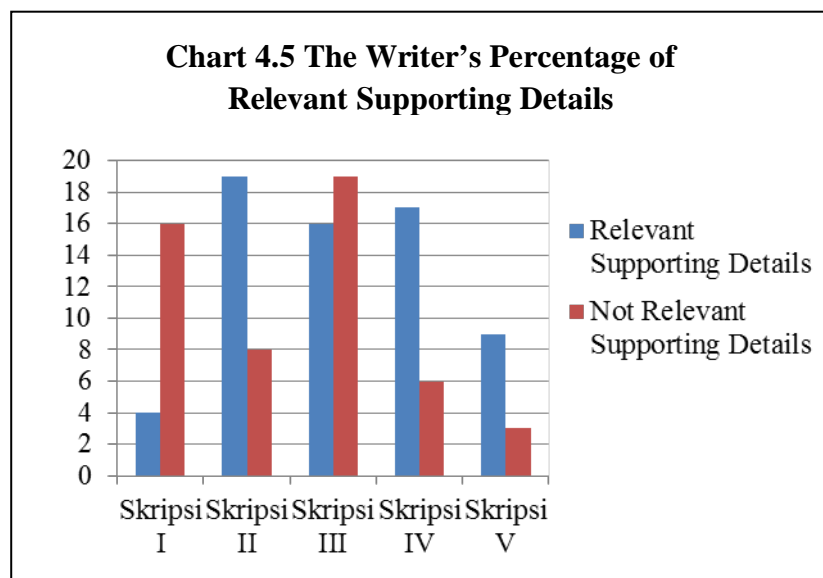
Beside the topic sentence, the supporting details also become an important element to be discussed. In this research, the supporting details divided into seven types as presented in the third chapter. Based on the research, the major detail is the most type of supporting detail which is used by the writer. There are 35(52,24%) major detail in the whole *skripsi*. The percentage of other supporting details can be seen in the following chart



The problem in supporting details is not only about the type but also about the relevance. There are many sentences which are not explaining the topic sentence. They exist as a sentence but not as a supporting detail. By the researcher, they called as not relevant supporting detail. The comparison between relevant and not relevant supporting details is almost the same. From 117 sentences beside the topic sentence, there are 52(43,7%) not relevant supporting details. Here is the chart:



Beside the chart of writer's topic sentence, there is also the chart of writer's supporting detail. It showed how many relevant supporting details which are made by the writer. Here is the chart:



#### a. Not Relevant Supporting Detail

Actually, every topic sentence should be followed by supporting details. The supporting details strengthen the main idea of paragraph. The sentence which is not support the topic sentence in paragraph is not part of paragraph. In this research, it is called "Not Relevant Supporting Detail". The researcher provided an example for this case.

Chosing a course textbook is a view sometimes disturbing view for both administrators and teachers program. Nevertheless, it is a view that must be respected as it has significant impact on the ability of students to meet their language learning objectives, and affects both the process of how they learn and the outcomes. Sheldon (1988: 237) asserts that the selection of a course book signals an executive educational decision in which there is considerable professional, financialandeven political investment. Such consideration like financial and politica’ investment are compounded by the pure volume of English texts that are

**Textbox 4.6 Not Relevant Supporting Detail (S1-P1)**

In that paragraph, the researcher assumed that the first sentence as a topic sentence. It talks about the things that sometimes will disturb for both administrators and teachers program. The three sentences after also talk about a course textbook but not the disturbance. The supporting details seem not suitable or relevant to the topic sentence. They make this paragraph confusing for the reader. In short, the supporting details do not finish their duty. That is what the researcher meant by “Not Relevant Supporting Detail”.

**b. Relevant Supporting Details**

For the data analysis, the researcher provided the case of the supporting details as the sample or model. Based on Integra (2011), there are two kinds of supporting details, major and minor. He said that major details support the main idea. In the other hand, the minor details support the major details. These are the example:

- **Major Detail**

Major detail is one of the supporting details that appeared after the topic sentence. If the topic sentence is in the last sentence of paragraph, the major detail will begins the paragraph and the followed by other explanation. Major detail begins with the very explicit explanation and the others followed after it. There is an example of major detail that appearance in the paragraph: (major detail in bold)

A teacher plays an important role in learning process.  
**Teacher has responsibility to select appropriate technique and media that can encourage the learner in acquiring the materials and enjoy the learning process.** Teacher has direct contact with the learners; he/she knows how far the students understand the material and their difficulties. Teacher should manage the classroom atmosphere that makes the students comfortably follow the learning process.

**Textbox 4.7 Major Detail (S2-P5)**

From that example, the topic sentence is the first sentence. The major detail (bold) directly explains the topic sentence about the important role of teacher in learning process. The explanation is about the appropriate technique and media that is chosen by teacher. Usually, the major detail repeats a word or phrase of topic sentence.

- **Minor Detail**

The minor detail exists after the major detail. If topic sentence is a tree trunk, the major details will be the branches and the minor details are the leaves. The minor details elaborate more about the major detail not about topic sentence. Here is the example:

English learning is not easy as it has a complex process and is influenced by several factors. The factors that influence learners on foreign language learning can be internal and external. Ellis (1994) explains three factors; they are external factors, internal factors, and individual differences. **The external factors may be in the form of social factors, input, and interaction. The internal factors are embedded in the learning process such as language transfer, cognitive account, and linguistic universals. And the individual differences are**

**Textbox 4.8 Minor Detail (S2-P1)**

The third, forth, and last sentence (minor details in bold) explain about the second sentence as major detail. Although external factor is part of the several factors in the topic sentence but, it is closer if the minor detail explains the major detail. That is one of the examples of minor detail in writing paragraph.

Besides major and minor details, there are types of supporting details that appeared in this research. In searching, there are four types of supporting detail that included in this research (Danna, 2009).

- **Examples**

The last sentence below (bold) is the topic sentence and the rest is the supporting sentences. The first sentence of this paragraph indicates that this paragraph consists of supporting details' type named "example". The phrase "some of the example of ..." is a prove of example supporting details. The supporting details provide the example of a non-fictional work.

Some of the examples of non-fictional work are essays, documentaries, scientific paper, biographies, blueprints, user-manuals, journalist pieces, diagrams and photographs. While writing a non-fiction, the author typically presents his view directly and with clarity. **A non-fictional work is written with the idea that the reader or viewer has an intrinsic interest or some pre-**

**Textbox 4.9 Examples (S5-P4)**

- **Steps**

The first sentence is the main idea of this paragraph (bold). The other sentences are the supporting details. One of those is included into “step” type of supporting detail. The forth sentence shows the indication that it is a step type. The word “further” indicates that the whole paragraph is talking about something orderly. There is a sequence and step.

**Furthermore, Reciprocal Teaching Strategy is effective for students’ comprehension of text.** It was proved by some studies which have investigated the effectiveness of Reciprocal Teaching Strategy. Moreover, Rosenshine et al, “Reciprocal Teaching Strategy is effective in improving comprehension of text,” (1996, p. 20).Further, Reciprocal Teaching Strategy can promote readers’ or students’ ability to understand the text. Palincsar and Brown explained, “the purpose of the Reciprocal teaching is to promote the readers’ ability to construct the meaning from the texts and facilitate the monitoring of their path to comprehension” (2003, p. 325).

**Textbox 4.10 Steps (S4-P6)**

- **Reasons**

Reason type gives the reader understanding about what is the background of the writer in writing a statement or to do something. As example below, the supporting details provide a reason of why the researcher chose the textbook. It is functioned to strengthen researcher’s arguments or opinions. The topic sentence is in the last sentence (bold).

In relation to this matter of fact, this research is aimed at investigating the material selection as the process English textbook evaluation based on young learners' characteristics. This research chooses elementary school students' English textbook entitled "Grow with English" Book 1 written by Mukarto et al published by PT. Erlangga 2007. The choice of this English textbook is based on the assumption that the content of material is designed for the main purposes to acquaint the children with English since the first grade of their elementary education and to help them grow with English and become proficient at English. Again, this book presents the materials contextualized based on KTSP (Kurikulum Satuan Tingkat Pendidikan) curriculum, the current curriculum. **Indeed, the result of this research will be useful for the teachers in selecting the English textbook for young learners, particularly at elementary level students.**

**Textbox 4.11 Reasons (S1-P4)**

- **Facts**

The fact type covers every detail like time, date, month, year, name of person, name of place, etc. The fact type also talks about everything that really happened and no one could reject it. For example, it is fact that the lions are carnivore and cows have four legs. The supporting detail below provides the fact of Khaled Hosseini that he was named U.S. envoy to UNHCR. It is a reality, and no one can change the history. The fact type appears at second, third, and forth sentence.

**Khaled Hosseini was born in Kabul, Afghanistan, and moved to the United States in 1980.** His first novel, *A Thousand Splendid Suns*, was international bestseller, published in forty countries. In 2006, He was named U.S. envoy to UNHCR, The United Nation Refugee Agency. He lives in northern California.

**Textbox 4.12 Facts (S5-P7)**

Beside those types supporting details from Danna, there is also another type that added by the researcher. The other research said that quotation is also the type of supporting detail. As what Day (2003) said that "Quotations from reliable and knowledgeable sources are good supporting details." Here is an example:

- **Quotations**

This last type of supporting details is very traditional and functional. When a writer put a quotation in his writing, it looks like the writer is



already mastered as a writer. By providing quotation, the reader will be convinced and interested to read the writing. In example below, the writer quoted from Palincsar (1986) to support the topic sentence (bold). The quotation is from the expert in similar subject with what the writer's topic that purposed to support the topic sentence. One of the signs of quotation type can be seen by look at writer's name before a year.

**In improving students' inference making ability, the writer will us Reciprocal Teaching Strategy as the teaching strategy.** Palincsar (1986) described, "Reciprocal Teaching Strategy is an activity that takes place in the form of a dialogue between teachers and students refers to text and structured by the four reading strategies of predicting, questioning, clarifying, and summarizing".

#### Textbox 4.13 Quotations (S4-P5)

## CONCLUSIONS AND SUGGESTIONS

### Conclusion

After having the entire process of this research, the researcher would like to point out some conclusions. The conclusions consist of several findings from analyzing research background: (1) From 37 paragraphs of five *skripsi*, there are 26 (70,3%) paragraphs that contain topic sentence both deductive and inductive. (2) From 26 topic sentences, there are 22 (84,62%) topic sentence that appear in the beginning of paragraph or deductive paragraphs and the rest are inductive paragraph. (3) From 117 sentences in all *skripsi* except topic sentence, there are 67 (56,3%) supporting details that support topic sentence in many types. (4) From all types of supporting detail in 67 supporting details, the major detail is the mostly used in those *skripsi* with 35 (52.24%). Otherwise, step and reason become the least used in whole *skripsi* with 1 (1,49%) each.

### Suggestions

According to the findings of this research, the researcher would like to suggest these following suggestions: (1) The writers have to seriously consider about how to construct paragraphs in writing *skripsi* moreover they should have a correct topic sentence and supporting details inside. (2) The deductive and inductive paragraph are the best position of topic sentence to be placed in paragraph. The other position is not suitable with academic purposes. For the better paragraph, the writer can state the topic sentence in the beginning or restate it in the end of paragraph. (3) For the further research, it is better to take more *skripsi* as sample. The more number of sample, the more representative the data will be and the result will more valid.

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